



This document outlines the procedure for properly identifying and testing potential English Learner (EL) students. Please note that on the WAVE report, and other similar reports, ELs may be referred to as Limited English Proficient, or LEP. There is no difference between these two designations, and they can be used interchangeably to mean the same thing. The home language survey is used to determine both bilingual and EL/LEP status.

Home Language Survey Interpretation and Bilingual and EL Identification Guidance: (see Appendix 2)

1. Bilingual status and EL status are separate from one another.
2. Students who mark “yes, more often” are always considered bilingual.
3. Students who qualify as EL are always considered bilingual
4. However, students who qualify as bilingual do not necessarily have to be EL.
5. If a family marks “yes, more often”, the student is **automatically bilingual**, regardless of their grade level, and they should be EL placement tested (info on which test to use is listed below). If they score as a non-qualifier (the cut scores for both EL placement and non-qualification are listed with the W-APT info listed below), they **are still bilingual**, but are **not EL**. If they score as needing EL services, they are **both bilingual and EL**.
6. If a family marks “yes, less often”, check the student’s most current state testing score in reading. If the student is of an age where they no longer take a reading test, check their English II or English III EOI score. Use 8th grade reading test scores for 9th graders, since they do not take a reading or English test that year, and use English III scores for 12th graders, since they do not take an English test that year.
7. If the student does not have a Proficient/Satisfactory or Advanced score on the reading portion of the OCCT, the English II or English III EOI, or on the reading or English portion of another state’s annual achievement test, such as the STAAR test from Texas, the student should be EL placement tested. If they score as needing EL services, they are **both bilingual and EL**.
8. If a student who marks “yes, less often” is placement tested and scores as not needing EL services, they are **not bilingual and not EL**. If these students or their families mark “yes” and “less often” on their HLS in the years following them testing as not EL on the W-APT, their counselor needs to check their prior year’s OCCT or ACE scores. If the student has scored Proficient/Satisfactory or Advanced on their reading or English test, then they cannot be counted as bilingual, and the district cannot receive state bilingual funding for them. However, if the student scored as Unsatisfactory or Limited Knowledge, he/she is considered bilingual for that school year alone, and the district will receive state bilingual funding for them. This does not qualify them as EL, though, and should not result in them being EL placement tested again.
9. There are also other tests on which proficient/satisfactory or advanced scores on the reading or English sections can exempt a student who has marked “yes, less often”, from EL placement testing. These tests should only be used if a state reading or English test score is not available These are norm-referenced tests whose reading and/or English sections can be used to determine the potential eligibility of a student who has marked “yes, less often” on their home language survey, and either is not/has never been EL, or has tested out of the EL program. If a student has scored 35% or above on one of these tests, they should not be EL placement tested. If a student has scored below 35% on one of these tests, they should be EL placement tested.

List of accepted tests:

- a) The reading and/or English portion of another state's annual achievement testing, for example, the STAAR test from Texas, or the Regents test from New York. For elementary and middle school aged children, the reading portion of these tests should be used. For high school students, if the state achievement test includes a reading portion, that score should be used. However, if no reading portion is administered, as is sometimes the case, the English portion of the test should be used. Basically, if there is a reading test, it should be used first, but in the absence of a reading score, the English test can be used.
- b) The reading portion of the ACT, its 8th-9th grade academic planning test, the EXPLORE, or its 10th grade practice test, the PLAN.
- c) The reading portion of the SAT, or its practice test, the PSAT/NMQST.
- d) The reading portion of the Iowa Test of Basic Skills (ITBS).
- e) Stanford Achievement Test, Ninth Edition (Stanford 9)
- f) Stanford Achievement Test, Tenth Edition (Stanford 10) - Abbreviated Battery
- g) Stanford Achievement Test, Tenth Edition (Stanford 10)—Basic Battery
- h) TerraNova (CTBS/5)—Basic Battery
- i) TerraNova, Second Edition (CAT/6)—Basic Battery
- j) TerraNova, Second Edition-Complete Battery
- k) TerraNova, Third Edition (TerraNova 3)
- l) Woodcock-Johnson III Tests of Achievement, Extended Battery
- m) Kaufman Test of Educational Achievement-Second Edition, Comprehensive Form (KTEA-II)
- n) Measures of Academic Progress (MAP)-Goals Survey Tests
- o) Basic Achievement Skills Inventory (BASITTM)—Comprehensive Version
- p) Comprehensive Testing Program 4 (CTP 4)
- q) Educational Development Series (EDSERIES), Forms G and H

General Placement Test Guidance:

The next step in the process once a potential EL is identified through the home language survey is placement testing. The K-WAPT and W-APT are placement tests that are meant to be administered only **one time** in a student's educational career. There is only one K-WAPT test, but the W-APT test is divided into 4 grade clusters: 1st-2nd, 3rd-5th, 6th-8th, and 9th-12th. Whether they take the K-WAPT or W-APT is dependent upon their age when they enter the district, but no student should take both the K-WAPT and the W-APT. Next, once you have identified the students who need to be EL placement tested, you will need to make sure that the people giving the test get trained. The placement tests may be given by both certified and uncertified staff who have been properly trained. In order to be considered trained, test administrators need to both watch our state specific webinar and read through the Test Administration Manuals for the grade clusters they are administering, as well as the Scored Student Writing Samples. The manuals and student samples can be found here:

<https://www.wida.us/assessment/w-apt/#prep>. Please note that you will need to set yourself up with a WIDA log-in in order to have full access to these items, so that should be taken care of first. Appendix 1 at the end of this guide has the **ACCESS for ELs Test Administrator Accounts** instructions. There is also a link to the **Test Administrator Verification Form** which will need to be filled out and either faxed or scanned and emailed back to us once your new personnel have received their log-in information from WIDA. Signing up for these accounts will give you access to both the placement test materials you need, and the spring proficiency test materials you need.

Next, any personnel who will be giving the placement tests should view the recording of our 8/3/15 W-APT webinar, which gives very thorough instructions on how to administer and score the K-12th W-APT tests. The link to that webinar: <https://vimeo.com/135396794> . Please feel free to have any/all staff view it as needed. Then, once you are ready to begin administering W-APT tests, WIDA offers a free score calculator, which will take the guesswork out of assigning student scores. The score calculator is located here: <https://www.wida.us/assessment/w-apt/ScoreCalculator.aspx> .

The following is basic information about K-WAPT and W-APT administration for students in grades K-12 (the separate guidance for testing PreK students is listed further below):

1. Districts have 30 days from the start date of school to test any potential EL students, PreK-12th, who are already enrolled.
2. If a new potential EL student enters the district after the beginning of school, the district has two weeks to test them.
3. Districts have 30 days following the date that a student is placement tested to send a parental notification letter. The notification letter should include their scores on the placement test, the info that they have qualified or not qualified for EL services, and brief explanation of the EL services for which they qualify if they are EL. The OSDE has a sample notification letter. Please note that this will need to be printed on your official district/school letterhead and include any district specific guidance. You may also make any changes needed to the services listed to properly reflect what your district/school does for its ELs.
4. All scores on the K-WAPT qualify kindergarteners as **both bilingual and EL** for the duration of their kindergarten year. (The reasons for this are listed below).
5. Potential ELs in grades 1-12 must score **both** 4.5 or above on their Literacy score **and** 5.0 or above on their Composite Proficiency Level (CPL) in order to test as a non-qualifier, or a student who is not and has never been EL, and therefore does not need language services.
6. Potential ELs in grades 1-12 who score below 4.5 on Literacy **or** below 5.0 on their CPL **do** qualify for EL services, and will become eligible for EL services if/until they test as proficient on the spring ACCESS for ELs 2.0 test.
7. It is important to remember that students who are in their first semester of a grade that is at the beginning of the test cluster should be given the prior grade cluster's placement test.
8. Guidance for #6: a) First semester first graders should be given the K-WAPT; b) 1st semester 3rd graders should be given the 1-2 W-APT test; c) 1st semester 6th graders should be given the 3-5 W-APT test; d) 1st semester 9th graders should be given the 6-8 W-APT test.
9. Once students in 1st, 3rd, 6th, and 9th grade have moved into their second semester, then they are given the test for the grade they are in—i.e., a 2nd semester 3rd grader would be given the 3-5 W-APT test.

Listed below is the specific placement testing guidance for each age group:



PreK Guidance Placement Test Guidance:

All PreK students who mark “yes, more OR less often” on the home language survey are to be given the PreK Language Screener that is located on the OSDE website here:

http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/FY16%20ELL_PreK_Screening.pdf

. If a student scores 7+ out of 10 on the screener, he/she is not counted as bilingual or EL for their PreK year, and should

not receive EL services. If a student scores 6 or below out of 10, he/she is counted as both bilingual and EL for their PreK year, and should receive EL services. There is not a WIDA placement test or spring proficiency test for this age group, and the PreK screener only measures oral language skills, not literacy skills. Since this is the case, regardless of whether the student qualified as EL and bilingual their PreK year, they must be given the K-WAPT in the fall of their kindergarten year. This should then be the one and only time that they will take a WIDA-based placement test. PreK students cannot test out of the EL program.

Kindergarten Placement Test Guidance:

If a student is identified and tested in the fall of his/her kindergarten year with the K-WAPT, he/she is considered EL for the duration of his/her kindergarten year, regardless of what he/she scores on the K-WAPT. This is because the K-WAPT is an oral language test, and does not test a child’s literacy skills.

1st (First Semester) Grade Guidance:

Please note that first semester first graders should also be tested with the K-WAPT, but should be given all four domains—speaking, listening, reading, and writing. Further, because the K-WAPT conversion scores (see Appendix 3) only go to 4.0 out of the 6.0 scale, and a student must score 4.5 or above on literacy AND 5.0 and above on their composite proficiency level to test out, first semester first graders must also be counted as EL and bilingual for the duration of their first grade year, as they cannot score high enough to test as not needing EL services. They will get their first chance to test out the EL program when they take ACCESS for ELs 2.0 in the spring of their first grade year.

1st (Second Semester) - 12th Placement Test Grade Guidance:

Any 1st-12th grade student who is given the W-APT has a chance to test as not EL, and to never be a member of the EL program. In order to test as not being EL and not qualifying for EL services, the student must score 4.5 or above on the literacy portion of the W-APT, AND 5.0 and above on the composite proficiency level, or CPL. If a 1st-12th grade student achieves those scores on the W-APT, they are not and have never been EL, and should never be tested with the W-APT again or given ACCESS 2.0 in their educational career. For all students who test as not needing EL services, whether they say “yes, more often” or “yes, less often”, the date of their W-APT test and their passing W-APT scores should be written on the bottom of their HLS every year, so there is not confusion that leads to them being tested again. Each site can choose how to categorize this group for record keeping purposes. You can designate these children as Non-Qualifiers, Never EL, or any other similarly clear designation that indicates that they were given the W-APT and scored as not needing EL services. If a 1st-12th grader does test into the EL program, they must be give the spring ACCESS for ELLs 2.0 test if/until they test out the program. To test out of the EL program, they will need to score the same on ACCESS 2.0 as they would have to test as never EL on the W-APT—4.5+ literacy, AND 5.0+ on the CPL.

Once students are identified as EL through their placement test scores, they must then begin taking the spring language proficiency test.

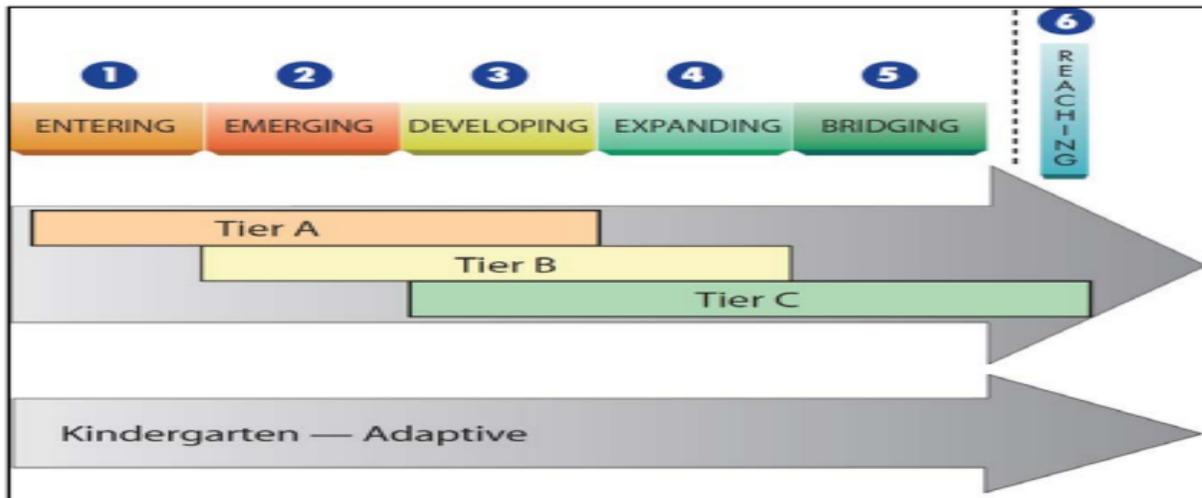
Kindergarten ACCESS for ELLs 2.0 Testing Guidance:

1. Kindergarteners should take the Kindergarten ACCESS for ELLs 2.0 test in the spring of their kindergarten year.
2. All Kindergarten ACCESS tests must be administered by certified staff.
3. If their teacher feels that they have adequate literacy skills to be given all four sections of the test—speaking, listening, reading, and writing—then the kindergarten student has a chance to test out of the EL program on the K ACCESS. If their teacher knows that they do not yet possess literacy skills that would allow them to take the literacy domains, then they should be given only the speaking and listening portions of the Kindergarten ACCESS test.
4. If their teacher feels they should only take the Speaking/Listening, they cannot test out of the EL program on the K ACCESS.
5. Students who only take the Oral portion of the K ACCESS must be counted as EL during their first grade year as well, since a student must take all four domains of the ACCESS test in order to have a chance to test out the EL program. In that instance, the speaking and listening portions of the Kindergarten ACCESS test must still be administered, but serve merely as a way to track their linguistic progress.
6. Kindergarteners who do not take all four domains of the ACCESS in the spring of their kindergarten year will get their first chance to test out of the EL program in the spring of their 1st grade year, when they *must* be given all four domains of the ACCESS 2.0 test.

ACCESS for ELLs 2.0 spring Testing Guidance, Grades 1-12:

1. All ACCESS for ELLs 2.0 tests must be administered by certified staff.
2. Any student identified as EL must be given the spring proficiency test, the ACCESS for ELLS 2.0.
3. Once a student has tested as being EL, he/she will have to take the ACCESS for ELLs 2.0 test each spring until they test as proficient in English.
4. Once a student has been placement tested and identified as EL, there is no way for them to be exempted from spring testing.

5. However, if a parent wishes to waive EL program services and testing accommodations for their child, they can do so by signing a waiver letter that says they understand they can waive services, but not testing. The OSDE has a sample waiver letter. Please note that this will need to be printed on your official district/school letterhead and include any district specific guidance.
6. The ACCESS for ELLs 2.0 cut scores are exactly the same as the W-APT cut scores.
7. If district/school chooses to do the online ACCESS 2.0 test, which we would strongly suggest, as it offers more test scoring continuity, more ease of testing set-up and administration for the testing coordinators, etc..., then the online system automatically tiers the test for you, and you won't need to worry about the information in #6.
8. The paper/pencil test has 3 separate tiers: Tier A, Tier B, and Tier C. If your district/school decides that they would prefer to give the paper/pencil ACCESS for ELLs 2.0, the people who will be administering the test will need to use the chart below to help them determine which tier they need to order for each student. The Kindergarten ACCESS for ELLs 2.0 has no tiers, and all K students take the same test. The test ordering guidance for ELs in grades 1-12 is as follows: a) ELs who are in their first year in the country and are newcomers to the English language should be given the Tier A test. b) ELs who scored between 2.0 and 4.0 on all four language domains of the W-APT should be given Tier B. c) ELs who scored between 3.0 and 5.0 on all four domains of the W-APT should be given Tier C. See chart below for further reference.



9. All the important information to get you started with ACCESS 2.0 can be found here: <https://www.wida.us/assessment/ACCESS20.aspx#about> . This page includes an FAQ, an overview of the test design and purpose, sample test items, and links to the ongoing updates for this test (ACCESS 2.0 is a new version of the former ACCESS test, and this is its first year). Updates are listed on this page: <https://www.wida.us/assessment/ACCESS20.aspx#updates> , which should be checked regularly.
10. Once you have set up your WIDA log-in, you will also have access to the WIDA AMS system, which is where you will set up all your testing personnel, order student tests and ID labels, etc... The WIDA AMS system is a one stop shop for all things related to ACCESS 2.0, and is located here: <https://www.wida-ams.us/> .
11. All of your ACCESS 2.0 test preparation resources, including checklists and webinars that thoroughly explain every duty for each of the three roles for testing (Test Coordinators, Test Administrators, and Technology Coordinators) can all be found here: <https://www.wida.us/assessment/access20-prep.aspx>.

What to do once ELs test out of the EL Program/EL Monitor Student Guidance:

1. Please note that once an EL has tested as proficient, he/she must be monitored for two years following the spring in which they test out.
2. They are no longer considered EL, and are no longer eligible for testing accommodations or program services, but may still qualify as bilingual on the basis of their state reading or English testing.
3. Each 9 weeks or semester, depending upon their grade level and when they change classes/teachers, a monitoring sheet should be completed for these students. The form should be completed by either their primary classroom teacher if they are elementary aged, or their content area teachers if they are secondary aged. The OSDE has a sample monitoring checklist. Please note that this will need to be printed on your official district/school letterhead and include any district specific guidance. You may also make any changes needed to the questions or categories listed to properly reflect what your district/school does for its ELs.
4. Once the student has finished their two-year monitoring period, they are designated as an Exit student, and no further monitoring or documentation is necessary.

Any student identified as EL must also have an LIEP created for them and kept in their student folder.

Language Instructional Education Plan (LIEP) Guidance:



1. The LIEP is a form that was introduced two years ago, and is now mandatory for each EL student. It is much like a Special Ed. student's IEP, except that it is a Language Instructional Educational Plan. It should be treated as being on a par with an IEP in terms of following the classroom and testing modifications for each EL.

2. Whoever is in charge of serving EL students will also need to form a team and work together to complete an LIEP for each student.

3. LIEP teams should include at least one content area teacher who works with the EL, a counselor and/or administrator if possible, and the EL teacher or EL paraprofessional, if there is one. If an administrator or counselor is

unable to participate, and/or if there is not a designated EL teacher, it is suggested to include an additional content area teacher(s). Please note that the team members need not be the same people for each EL, as the team should be made up of people who work directly with each student.

4. Each student's parents should also be invited to be a part of their LIEP team, via a translated invitation if need be, but if they cannot participate, or do not wish to participate, their involvement isn't mandatory.
5. Blank form to use to create the LIEPS can be found at the following link:
https://cartt.sde.ok.gov/wp-content/uploads/2016/06/LIEP.blank_.2016.pdf
6. The LIEP should include the following: a. student's current and past test scores (if there are any), b. checklists to indicate the language services and OCCT/EOI testing accommodations for which that EL is eligible, and c. at least one language goal in each of the four domains. This goal should be updated at maximum every 9 weeks, and at minimum once per semester.
7. You can use the WIDA CAN DO Descriptors to set the student's language goals, or their teachers can write in their own goals. The proper way to use the CAN DO descriptors to set goals is to look at the EL's scores in each of the four language domains--Speaking, Listening, Reading, and Writing. Please note that the scores will

likely be at different levels for each of the domains, and this is normal, since students often learn each skill at different speeds. The LIEP team should read the description of what a student should be able to do based on his/her current score in each domain.

8. For example, if a 4th grade student has scored at a 3.0 in Speaking, the team should select the CAN DOs for the 3-5 grade level cluster, and then read through the descriptors in the column for Level 3 Speaking. If the student is not able to do everything listed for Level 3 Speaking, he/she can be assigned the goal(s) he/she has not yet met for that language level. If the student is capable of doing everything listed in the Level 3 column, then the team should read the descriptors for Level 4 Speaking, and select a goal from that column instead.
9. Please note that goals should never be selected from levels that are below the student's current language level, nor should they be selected from levels that are above the next level up from their current level. The LIEP goals are only meant to move the student to the next level up. For example, the student that scored Level 3 on Speaking should only be given goals from Level 3 or Level 4, NOT Level 1, 2, 5, or 6.
10. WIDA CAN DOs page, where they can be accessed and downloaded:
https://www.wida.us/standards/CAN_DOs/.
11. Completed LIEPs should then be copied and distributed to any/all educators who will be working with that EL for the current school year. They must keep this information secure, and they must keep it in their gradebook or somewhere else where it is easily accessed for reference throughout the year, for the duration of the school year.
12. The LIEP should serve as guidance for classroom teachers as they learn to adapt and modify assignments for ELs and otherwise serve them in a manner that allows them equitable access to the curriculum.
13. The LIEP should serve as guidance for counselors and district testing coordinators who will need to ensure that ELs are provided with the state testing accommodations for which they are eligible.
14. The following link is the updated EL testing accommodations manual for 2015-2016 here:
<http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP%20ELL%20Accommodations%20%2815-16%29.pdf>.

EL Classroom Accommodations Guidance:

Once you have identified and tested ELs, teachers are required to begin providing them with any/all accommodations which they may need in order to have equitable access to the curriculum and be successful in their schoolwork. Since we know that classroom teachers benefit from having a clear list to follow, included below is a basic list of suggested and allowable accommodations/modifications for ELs. Please note that ELs are only allowed testing accommodations that align with the accommodations they are regularly receiving in the classroom, so it's important to regularly offer ELs any/all accommodations they may need. They will then be eligible to use them when state testing begins. The accommodations with asterisks next to are also generally allowable on most standardized tests (though usually not on Reading or English OCCT or EOI tests):

1. Use of word-to-word dictionaries.*
2. Use of other dictionaries, including but not limited to picture dictionaries, content area dictionaries, native language definition dictionaries, cognate dictionaries, etc...
3. Use of native language materials, and/or supplementary materials written at a lower English reading level.
5. Preferential seating near the teacher.
6. Doing assignments or testing in one-on-one or small group settings.*
7. Doing assignments or testing with an EL teacher or specialist.*
8. Assignments or tests read aloud or clarified.*-this is dependent upon the test, and is usually allowable less frequently than #8, which pertains only to the instructions, not the test items or answers.
9. Test instructions read aloud or clarified.*-this is dependent upon the test
10. Additional time to complete assignments or testing.*-this is dependent upon the test

11. Limiting the number of questions or task expectations on an assignment or test.
12. Allowing open book, open note, and/or take-home tests.
13. Allowing student to re-do a failing test or assignment.
14. Allowing student to do an alternate reading, assignment, and/or test at his/her English proficiency level.
15. Allowing for oral responses to an assignment or test.

Appendix 4 is a handy checklist of EL Classroom Accommodations that teachers can print off and use to easily track the accommodations they are using with their ELs. It is mandatory that they indicate in their gradebook any tests or assignments that are modified for their ELs. This can be done with a brief note, a symbol, etc...so long as it is tracked.

One of the most crucial EL accommodations recommended is the use of word-to-word dictionaries. Please use the link below as a reference to a word-to-word dictionaries company, as the OSDE strongly recommends that ELs be given access to word-to-word English-native language dictionaries in particular, as their use is legally permitted as a testing accommodation on OCCTs and EOIs *if* the student is using them as an accommodation in the classroom throughout the school year. This company is a reputable resource for word-to-word dictionaries for ELs, as well as offering many other products that are beneficial for ELs:

<http://www.bilingualdictionaries.com/index.php/shopping/dictionaries/word-to-word.html> .

Again, these accommodations are recognized as necessary for ELs, and should be provided, particularly when students are struggling with their regular classwork. Please note that these are not all of the accommodations or modifications for ELs, but are simply a basic set of possibilities to get you started.

WAVE System Coding Guidance:

<http://ok.gov/sde/wave-system>

Once you have begun identifying students as LEP/EL, you will also need to upload that information into the WAVE student data management system, as the LEP, Bilingual, and Immigrant counts have been added to that system this year. The above link has the latest WAVE guidance document, released 4/1/2015.

Please view the following link to the latest WAVE guidance webinar, which was presented live by OSDE staff in September 2015: <https://vimeo.com/139383167> .

EL Professional Development Guidance:

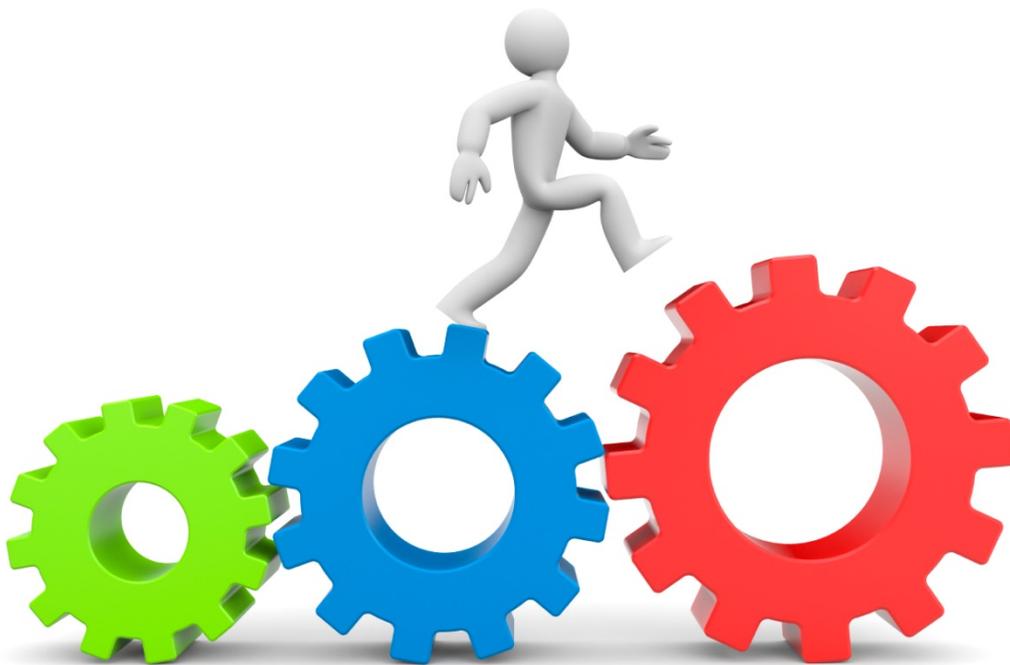
The OSDE offers 100% free EL-related PD now, so if you decide that you'd like us to come present on an EL-related topic or topics of your choice, all you'll need to do is fill out and fax us this form:

<http://sde.ok.gov/sde/pd-request-form>

We will then get in touch with you to discuss what you believe your teachers need to learn about, since we try to tailor our PD to each district's needs. We hope that you're having a great beginning to your school year, and that if you need anything, you'll let us know.

EL Pinterest Resource Page:

Highlighted below is the link to our new Pinterest resource page for educators working with EL students. Roughly 99% of these resources are totally free, and contain information about all aspects of working with ELs, plus worksheets, lesson plan and activity ideas, parental involvement materials, dual language resources, links to online language learning games and programs, links to supplementary materials for all content areas, etc... This is an excellent source of information and supplementary materials for educators, especially those who are new to working with ELs. Please feel free to share it with your entire staff. We are very excited to be able to offer it, and wish everyone who needs EL resources to have access. It can be found here: www.pinterest.com/OSDEells/



Appendix 1

ACCESS for ELLs Test Administrator Accounts

IMPORTANT CHANGES FOR CREATING WIDA TEST ADMINISTRATOR ACCOUNTS

In the past, the Office of Federal Programs has created WIDA Test Administrator accounts for district educators. Moving forward, EL District-Level Coordinators will now have access to create WIDA Test Administrator user accounts for educators in their district.

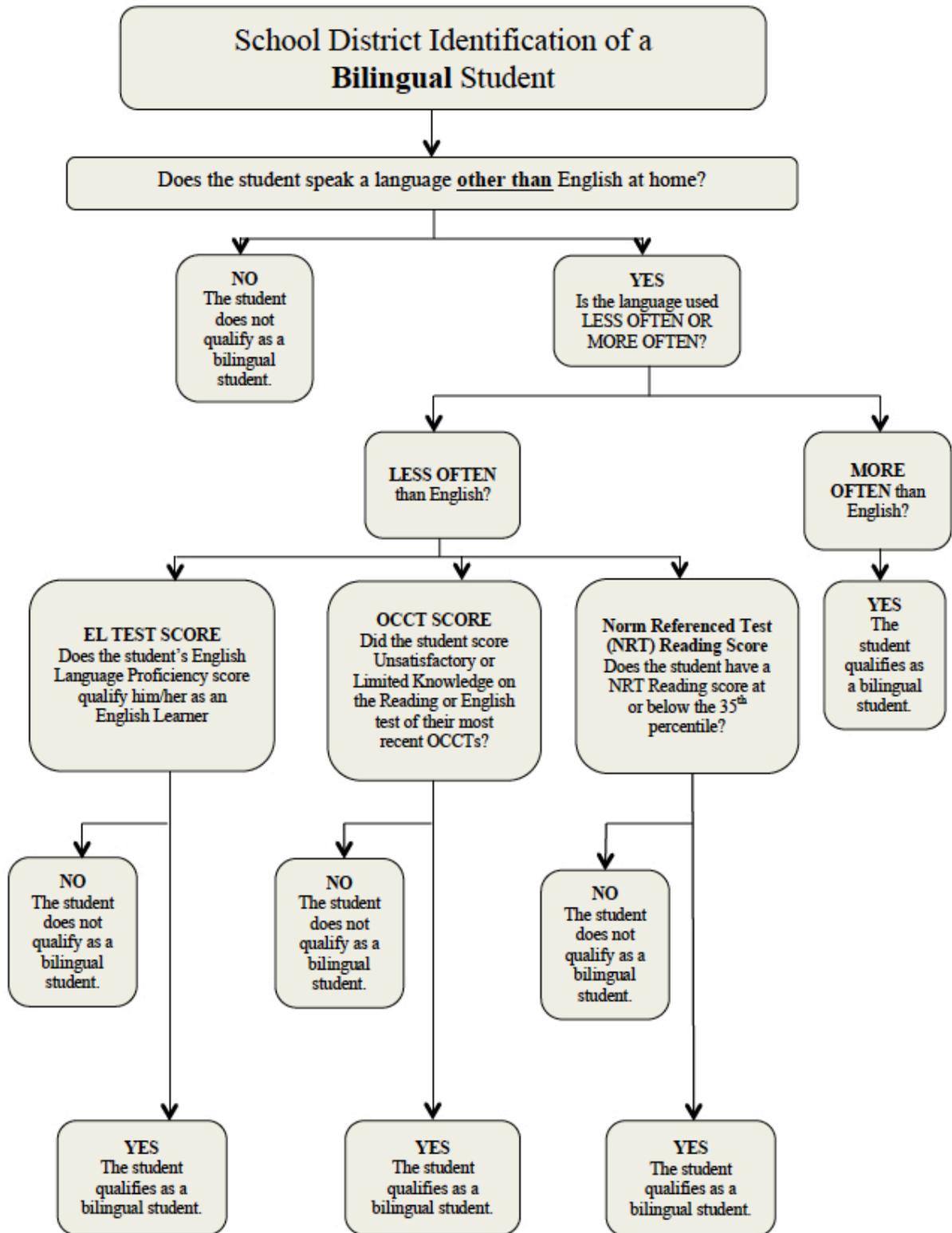
If an EL District-Level Coordinator does not already have access to the *User Account Management Tool* and the *ACCESS for ELLs Account Creator* in their account portal, they should contact the WIDA Client Services Center at 1-866-276-7735 or help@wida.us to gain access.

The *User Account Management Tool* can be used by the District-Level Coordinator to see who in their district has accounts and who does not.

The *ACCESS for ELLs Account Creator* will allow each District-Level Coordinator to create a new user account for any educator who will be administering the ACCESS for ELLs test.

The only requirement from Oklahoma State Department of Education (OSDE) is for districts to submit the “WIDA ACCESS for ELLs Test Administrator Verification Form” (located under Forms and Tools at <http://ok.gov/sde/title-iii>) *after* accounts are created by District-Level Coordinators. This change takes place as of Tuesday, August 11, 2015.

Appendix 2



Appendix 3

How to Use W-APT Kindergarten Test Scores

Kindergarteners

Administer the Speaking and Listening only. Convert the scores as follows:

Raw Score for Listening + Speaking	Oral Proficiency Score	Composite Score Equivalent
0-10	Low	1
11-18	Mid	2
19-28	High	3
29-30	Exceptional	4

There is no score of 5 or 6 for Kindergarteners. It is impossible for a Kindergartener to “test out” on a WIDA test.

First Graders

First semester First Graders take the Kindergarten test. They take all four parts: Speaking, Listening, Reading, and Writing. Add the raw scores for all four parts and then consult the chart below:

Total Raw Score (L+S+R+W)	Composite Score Equivalent
0-15	1
16-30	2
31-49	3
50-63	4

Appendix 4

REGULAR CLASSROOM MODIFICATIONS/ADAPTATIONS for ESL STUDENTS

Student: _____ Grade: _____

The following modifications/adaptations will be used in the classroom to help ensure the academic success of the above student.

General:

- _____ Modify grading
- _____ ESL Resource room available for assistance
- _____ Reduction of reading material
- _____ Preferential seating near instruction
- _____ Extended time limits for oral responses
- _____ Provide lecture notes/study sheets
- _____ Give both oral and written instructions

Assignments:

- _____ Extended time limits
- _____ Reduce quantity for quality
- _____ Peer tutoring and/or group work
- _____ Modify grading
- _____ Limited amount of homework
- _____ Break assignments into series of smaller assignments
- _____ Don't count off for spelling unless specifically stated
- _____ Allow student to re-do assignments
- _____ ESL teacher notified when work is not being completed
- _____ Student will complete at least 60% of teacher goals in elective classes such as computers, humanities, music, Spanish, Foods/Housing, etc.

Testing:

- _____ Extended time limits
- _____ Limited writing (no essay)
- _____ Open book tests
- _____ Reduce quantity for quality on tests
- _____ Limit number of discriminators
- _____ Provide work bank for fill in the blank questions
- _____ Modify grading
- _____ Test may be given in ESL resource room
- _____ Use more objective items (less essay responses)
- _____ Reduce the length of the exam
- _____ Give take-home test
- _____ Substitute assignment for test
- _____ Student will complete at least 60% of teacher goals in elective classes such as computers, humanities, music, Spanish, Foods/Housing, etc.

Regular Classroom Teachers:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____